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ABSTRACT

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time to help break the cycle of poverty and illiteracy. This report describes the Even Start program in Colorado, and includes evaluation questions and methods. The report presents evaluation findings from the third year of implementation of a system of coordinated local evaluations, with both quantitative findings and family stories to illustrate the educational and self-sufficiency gains made by Even Start families. Key findings of the program evaluation include the following: (1) family participation has steadily increased over the preceding 3 years, with 63 percent of parents attending 80 percent or more of program activities; (2) 35 percent of parents seeking to pass the GED exam did so; (3) 84 percent of Even Start teen parents enrolled in high school stayed in school; (4) the percentage of Even Start parents graduating from English as a Second Language classes and moving into adult basic education classes increased over the preceding 3 years; (5) 95 percent of Even Start infants and toddlers and 85 percent of preschoolers were functioning at age-appropriate levels; (6) 80 percent of preschoolers were enrolled in early childhood education; (7) the percentage of parents who improved their employment status increased each year over the preceding 3 years; and (8) almost $145,000 in taxes were saved by a decrease in the amount of assistance Even Start families qualified for and received this year. The report concludes with recommendations for improving Even Start in Colorado. Appendices provide summary data from the 1999-2000 progress report and a directory of Colorado Even Start programs. (Contains 13 references.) (KB)

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COLORADO EVEN START

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1999–2000 Progress Report

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This report is available online at <www.cde.state.co.us/cdecare/evenstart.htm>

COLORADO EVEN START

1999–2000 Progress Report

Prepared by Beckie Anderson
for the Colorado Department of Education

Key Findings

In 1997, the Colorado Department of Education recruited an evaluator to coordinate a statewide evaluation of the **Even Start** Family Literacy Program, including evaluations of individual programs and assessment of state-level impact. The following are key findings based on data collected over the last three years from the Colorado **Even Start** programs.

- Family participation in Colorado **Even Start** programs has steadily increased over the past three years. This year, 63% of participating parents attended 80% or more program activities compared to 30% who attended the same percentage of activities during 1997–1998.
- This year, 35% of **Even Start** parents seeking to pass the GED (General Education Development) exam and obtain a high-school equivalency diploma were successful in doing so. This figure is down slightly from 1998–99, when 38% of parents seeking a high-school equivalency diploma or graduation from high school achieved their goal.
- This year, 84% of **Even Start** teen parents enrolled in high school stayed in school. Seventy-seven percent of teen parents who were seniors graduated from high school. This statistic compares to a 1997 state graduation rate for all seniors (not just teen parents) of 78.5% (Colorado Children's Campaign, 1999). The national rate of graduation for all high school seniors in 1997 was 77% (U.S. Department of Health & Human Services).
- The percentage of **Even Start** parents graduating from English as a Second Language (ESL) classes and moving into adult basic education classes has increased over the last three years. This year, 11% of parents who are English Language Learners made this advancement, while only 4% did so in 1997–1998.
- This year, 95% of **Even Start** infants and toddlers were functioning at age-appropriate levels of development. This figure indicates a 13% increase from 1998–1999, when 82% of infants and toddlers were functioning on target for their ages.
- During 1999–2000, 85% of **Even Start** preschoolers were functioning at age-appropriate levels of development. This percentage was the same for 1998–1999.
- This year, 80% of all **Even Start** preschoolers were enrolled in an early childhood education program, in addition to the early childhood services provided by **Even Start**. Nationally in 1999, 53% of three- and four-year olds were enrolled in an early childhood education program (including child care) (U.S. Department of Health & Human Services).
- The number of **Even Start** children promoted to the next grade level has remained well above 90% over the past three years. This year 98% of **Even Start** children in the primary grades (K–3) were promoted to the next grade level. In a 1991 national estimate, 79% of children whose mothers had not completed high school (and thus were potentially eligible to receive **Even Start** services) were promoted to the next grade level (U.S. Department of Health & Human Services).
- The percentage of **Even Start** parents who have improved their employment status (obtained a job or secured a better job) has increased each year over the past three years. This year, 40% of parents improved their employment status.
- Almost $145,000 in taxes were saved by a decrease in the amount of assistance **Even Start** families qualified for and received this year. This amount is more than double last year's savings of $65,000.

The Wagner Family's Story

The Wagner family joined **Even Start** in March of 1999. At that time, Ruth and her four children were living with another family in a two-bedroom trailer. Ruth's goals were to obtain her own home, get a driver's license, earn her GED, enroll her children in preschool, and begin counseling for her daughter and herself in order to deal with a family abuse matter concerning her oldest daughter and her ex-husband.

Ruth was receiving welfare payments when she enrolled in the program. She initially attended job-readiness classes. She also heavily accessed services available through the local family advocacy program.

In April, Ruth secured low-cost housing and began the process of obtaining a driver's license. She also began adult education classes to prepare for obtaining a GED. She and her oldest daughter began attending counseling.

In July, Ruth acquired her driver's license and a car. She continued to attend GED classes. She maintained her housing. Her two younger children regularly attended a preschool that provided them with an educationally enriched environment. Ruth spent time in this setting participating in interactive literacy activities with her children. Ruth's oldest daughter began to change the behaviors that had caused them to seek counseling.

In September, she enrolled in a parenting course with her new boyfriend, where they attended the majority of the classes. In November, Ruth earned her GED. In January, she started classes in accounting at the local community college. She completed the spring semester with above average grades. She attended another parenting course with her boyfriend, whom she later married.

Currently, Ruth's two preschool-aged children are developing at age-appropriate levels, and her oldest daughter no longer attends counseling. The family no longer requires welfare assistance; both parents are working. Ruth will start classes again in the fall to pursue her degree in accounting.

This story highlights the changes that can take place in the life of a family participating in an **Even Start** family literacy program. The story describes common obstacles families face and the importance of family support and persistence. It also illustrates the comprehensiveness of family literacy programs. An **Even Start** family literacy program is an integrated adult-education, early-childhood-education, parent-support program as well as a program that facilitates parents and children spending time together in literacy activities.

This Progress Report contains other success stories, as well as information on educational and self-sufficiency gains made by **Even Start** families in Colorado over the past three years. It includes a cost–benefit analysis comparing the expense of providing **Even Start** services to tax dollars saved through families' reduced needs for services, and through increased tax revenue from parents having gained employment. The report ends with a look at some of the trends revealed by the three years of data from **Even Start** in Colorado.

The Efficacy of Family Literacy

Research repeatedly demonstrates the connection between children's educational success and parents' level of education. Lance states, "One of the strongest predictors of an individual's level of educational attainment—perhaps the strongest predictor—is their parents' level of education attainment" (1999).

As part of a longitudinal study of kindergartners, researchers found children's performance in reading, mathematics, and general knowledge increased with the level of their mother's education (West, Denton & Germino-Hausken, 2000). These researchers also found that home activities such as reading to the child or interacting through play, which related to a child's school preparedness and chances for later success in school, varied by the level of the mother's education. The number of kindergartners read to every day increased according to the number of years of their mothers' education.

In an annual report funded by the U.S. Department of Health and Human Services (1999), researchers reported that grade retention (repeating a grade) varies by maternal education. The highest percentage of children who repeated a grade was those whose mothers did not complete high school. Researchers also found that children's reading habits vary by parents' educational level. In 1996, 13 year-olds whose better-educated parent had some education after high school were more likely to read for fun than students whose parents had no education beyond high school.

In *The Condition of Education 2000*, researchers looked at student effort and academic progress. They found, according to teachers' reports, that children's approach to school varied by mothers'

education levels. Children of mothers with higher levels of education were perceived by teachers as more likely to persist at tasks, to be eager to learn, and to pay attention often or very often, as compared to children whose mothers had lower levels of education.

Student absenteeism, which is associated with poor achievement in school, has also been related to parents' education level. The U.S. Department of Health and Human Services (1999) found that absences from school were highest for students whose more-well educated parent had less than a high school education. Health and Human Services substantiated this relationship for 8th grade and 12th grade students.

Research on the characteristics of people living in poverty supports the importance of parent education. Lance (2000) reported that low levels of parental education are associated with a higher poverty rate as compared to other family characteristics such as race/ethnicity or family type. He also found that improvements in parental education are associated with the greatest reduction in poverty rates.

All of this research builds a case for the need to recognize the intergenerational impact on learning and education. It suggests that educational intervention with individual children may not be as effective as intervention with children and their parents. The research-based intergenerational ties establish the foundation for the family literacy program model. The family literacy model sets up interventions to address the educational needs of both parents and children, as well as the needs of parents to interact with their children.

Related research supports the importance of specific components of family literacy programming. Hayes (1999) found in his research with well-implemented **Even Start** programs that these family literacy initiatives retained approximately 25% more adults until the end of the program than adult education programs, which focused solely on adults and did not provide services for children.

Research on the effects of children enrolled in preschool programs has repeatedly demonstrated the benefits of quality early childhood education. The High/Scope Perry Preschool Study, the longest and most intensive follow-up study of program effects, found that the comprehensive preschool experience led to children's increased commitment to school, better relations with friends and neighbors, greater adult economic success, lower participation in criminal activity, and fewer teen pregnancies for girls (Schweinhart, Barnes & Weikart, 1993).

Hayes (1999), looking specifically at quality **Even Start** programs, reports that families enrolled in family literacy programs "change the patterns of language used in the home to be more consistent with patterns shown to be related to later school success of children" (p. 7). Families showed significant improvements in the amount of reading by the parents and children together, the variety of reading and writing activities, and time spent discussing the children's activities.

Hayes (1999) also found that parents participating in well-implemented **Even Start** programs made significant increases in the types of literacy activities they used to support their child's education, such as helping their child with homework, reading with their child, talking with their child's teachers, going to school activities, and volunteering at school. The same parents also made significant improvements in their self-concepts as demonstrated through changes in how they viewed the importance of their role as a parent.

Taken together, this research supports the effectiveness of the **Even Start** family literacy program model, as well as each of the four program components that are integral to the model.

The Background of Even Start

The purpose of **Even Start**, as outlined in federal legislation, is to help break the intergenerational cycle of poverty and illiteracy by improving educational opportunities for low-income families with limited education. To accomplish this goal, the legislation requires **Even Start** programs to provide the integrated four-component model of family literacy, including early childhood education, adult literacy or basic education, parenting education and support, and interactive literacy activities between parents and their children.

Even Start is funded through the U.S. Department of Education under the Elementary and Secondary Education Act, Title I. Title I is the largest federally funded program designed to provide educational services for elementary and secondary students.

Even Start, which is Part B of Title I, is a relatively small component compared to all other Title I programs. Federal funding for Part B **Even Start** is less than 2% of the total allocation for Title I.

National funding for **Even Start** this year totaled $135 million. These funds are allocated to state governments and distributed to local programs through competitive grants. In Colorado, **Even Start** is administered by a state coordinator, housed in the Center for At-Risk Education at the Colorado Department of Education.

Even Start programs often operate in collaboration with school-based Title I programs due to their common goal of providing educational services. In schoolwide Title I programs, where funds are used to support learning for all children, family-literacy services are often a part of the school's redesigned education plan. This year, Colorado **Even Start** programs were an integral part of 15 Title I schoolwide initiatives.

The Colorado State Legislature passed the Colorado Basic Literacy Act in 1996. According to the requirements of this act, Individual Literacy Plans (ILPs) must be jointly formulated by parents, teachers, and administrators for children in the primary grades (K–3) who are not reading at grade level. **Even Start** personnel across the state are assisting school districts with the development of ILPs. When **Even Start** children are not reading at grade level, **Even Start** staff become part of the resources delineated in an action plan.

Even Start Family Literacy Initiative Grant

In addition to the state allocation for funding and administering **Even Start** programs, this year the U.S. Department of Education awarded Colorado an **Even Start** Family Literacy Initiative Grant. The grant money, $250,000 for each of two years, is being used to build state-level capacity for family literacy in Colorado.

Through this grant, the Colorado Family Literacy Consortium has been created. The Consortium is composed of members representing the Colorado Department of Education (including Adult Education & Family Literacy, Colorado Preschool Program, **Even Start**, Migrant Education, Prevention Initiatives, Regional Assistance Centers, and Title I), Colorado Department of Health and Human Services, Colorado State University, Head Start, Metropolitan State College, Mid-Continent Research for Education and Learning, and Southwest Family Centers. Consortium goals are to improve the quality of family literacy programs in the state through increased accountability measures, quality training experiences, dissemination of information, and collaboration among state agencies.

Consortium activities have included the development of state Family Literacy Performance Measures. These measures, approved by the Deputy Commissioner of the Colorado Department of Education, are now being implemented on a pilot basis by all the **Even Start** programs in the state. The Consortium has distributed the measures statewide in order that other family literacy initiatives might use them as a voluntary accountability assessment.

The Consortium also sponsored a retreat facilitated by staff members from the National Center for Family Literacy. This training resulted in participant agreement that the four-component **Even Start** model should be the common base for providing family literacy services in Colorado, and moved workgroups forward in accomplishing the goals of the Consortium.

Consortium members developed a Colorado Family Literacy Website and established a model demonstration and implementation site in Fort Collins. Trainings at the site are being provided for members of targeted communities planning family literacy programs, as well as for other family literacy personnel throughout the state.

Colorado Even Start Programs

The most common type of **Even Start** service delivery in Colorado is a center-based program in which services are provided in a location, such as a school, where families come to participate. A typical session includes instruction time for parents in adult basic education (ABE), General Education Development (GED) exam preparation, English as a Second Language (ESL) classes, or job-skills training. Parents also participate in parent education and support activities. During adult education, the children are involved in an early childhood education (ECE) component. Early childhood options range from children learning and interacting in a preschool setting to 'homework help' for children in the primary grades. At some point during the session, children and parents come to together for literacy activities in a component referred to as Parent and Child Together (PACT) time. This time often takes place in the early childhood room with activities initiated by the children. Sessions are usually held several times a week during the day or in the evening, depending on the needs of participating families.

Many of the Colorado **Even Start** program staff make regular home visits with participating families to provide individualized literacy activities that address the unique needs of each family. If home visits are done in conjunction with center-based programs, they are typically scheduled once a month. In some programs, home visits are the primary way in which staff provides services. In such cases, home visits are provided more frequently.

Even Start programs serving teen parents enrolled in high school may also vary from the center-based model. Teen parents often take a parenting class

from **Even Start** personnel for high-school credit. PACT can be part of this class or part of a home visit. Adult education comes through the high school courses in which the teen parent is enrolled.

During 1999–2000, there were eleven fully funded **Even Start** programs in Colorado. The programs are located in Colorado Springs, Commerce City, Cortez, Denver (two programs), Durango, Roaring Fork Valley, San Luis Valley, Trinidad, Westcliffe, and Windsor.

El Paso County Centers for Family Learning, the Colorado Springs program, is in its fourth year of **Even Start** funding. El Paso County School District #11 collaborates with El Paso County School District #2 and Community Partnership for Child Development (Head Start and the Colorado Preschool Program). Together these partners operate three family literacy sites in the county. El Paso County Centers for Family Learning were recently awarded a four-year **Even Start** continuation grant beginning in 2000–2001.

The Commerce City **Even Start** Program has been operating for two years. Led by the Region II Migrant Education Program, this initiative partners with Adams County School District 14. Daytime services are provided at Our Lady Mother Catholic Church in Commerce City, and evening services are at Adams City High School. Home visits are an integral part of this program.

The Pinon Project in Cortez received a planning grant in 1997–98 and a full implementation grant during each of the past two years. Working in partnership with the Southwest Board of Cooperative Services Adult Education Program, the Project provides **Even Start** programming at the Pinon Project Family Resource Center and Child Development Center in Cortez. Transportation for families in outlying communities is provided through a contract with the Department of Social Services.

Metropolitan State College—Quigg Newton/Focus Points **Even Start** Program received a planning grant in 1997–98 and has been serving families for two years. JMF Foundation serves as the fiscal agent in cooperation with Metropolitan State College. Program sites are in north Denver at Quigg Newton Homes, a federal housing project, and at Focus Points Family Resource Center in Five Points.

The Southwest Family Centers **Even Start** Program has served families for two years. This program works through a partnership between Mile High United Way and the Denver Public Schools/Family Resource Schools. Family literacy services are provided at Munroe Elementary, Fairview Elementary, and Valverde Elementary Schools in southwest Denver.

Southern Ute Community Action Program (SUCAP) has served families through **Even Start** for seven years. La Plata County School District #9 partners with SUCAP. Program sites are located at Fort Lewis Mesa Elementary in Fort Lewis Mesa, and Park Elementary and Entrada Alternative High School in Durango.

Colorado Mountain College, based in Glenwood Springs, in partnership with Roaring Fork School District RE-1 has operated the Roaring Fork Valley **Even Start** Program for three years. Program sites this year were at Glenwood Springs Elementary, Colorado Mountain College's Glenwood Center and, during the second half of the year, at the L. W St. John Middle School in Parachute. At the end of the year the Parachute program was relocated to the Colorado Mountain College site in Rifle.

The San Luis Valley **Even Start** Program, La Llave, had a six-month planning grant in 1997 and has been providing family literacy services for two and a half years. The Alamosa School district works with the local campus of Trinidad State Junior College. Program services are offered in Alamosa, Monte Vista, and San Luis.

Trinidad State Junior College **Even Start**, located in Trinidad, has had an **Even Start** program for seven years. In collaboration with Las Animas County School District #1, it serves families at Trinidad State Junior College and at Corazon Alternative High School.

The Custer County Family Literacy Program received a planning grant in 1997–98 and has provided **Even Start** services for the past two years. The program is headed by the West Custer County Library District in association with Custer County School District C-1. This center-based program is located in Westcliffe and serves families from all over Custer County.

The Windsor Family Literacy Program received a planning grant in 1996–97, and is in its third year of **Even Start** funding. Headed by the Windsor School District (Weld County School District RE-4), the program operates in collaboration with Right to Read of Weld County.

Evaluation Questions and Methods

Questions for examining the progress of Colorado **Even Start** families were developed within the context of the national **Even Start** evaluation and local program evaluations. The *Colorado **Even Start** Progress Report* attempts to compliment the national evaluation rather than repeat it on a smaller scale. For example, the national evaluation includes all families who enroll in **Even Start**. The *Colorado Progress Report* only follows families who have participated in thirty hours or more of **Even Start** core services and, as such, is reporting on a subset of the families identified for the national evaluation. The report also reviews program costs and tax-dollar savings based on figures specific to Colorado.

Evaluation of **Even Start** programs in Colorado is completed in two ways. First, the Coordinator of Local Evaluations and local program coordinators conduct assessments of individual programs, focusing on program quality. Second, programs collect data on the accomplishments of their families. This program information is aggregated for an analysis of state-level impact.

This year, **Even Start** personnel implemented a new evaluation system, Results Mapping, on a pilot basis. This system involved "mapping" the movement of a subset of families by tracking their goals and progress toward meeting these goals. Due to variations in training, software malfunctions, and inconsistencies in the data collected, information from Results Mapping is not included in this report.

Next year, a third-level facet of evaluation will be added. **Even Start** federal legislation now requires each state to design performance measures. These measures are to be used to monitor, evaluate, and improve **Even Start** programs in the state. During

the past year, the **Even Start** State Coordinator, the Coordinator of Local Evaluations, program coordinators and, more recently, members of the Family Literacy Consortium have worked on developing these measures for Colorado. The performance measures will be integrated into the 2000–2001 evaluation process.

Local Program Evaluations

For the third year, local evaluations of **Even Start** programs have been coordinated through a statewide system. The following question guides this process:

- How can **Even Start** programs effectively support family gains in education and self-sufficiency?

Programs are evaluated on an every-other-year schedule. Peer assistance teams are a key feature of local evaluations. These three-member teams consist of the independent evaluator and a coordinator from each of two other **Even Start** programs in the state. Coordinators from **Even Start** programs not receiving a local evaluation participate twice as members of a peer assistance team. The same evaluator coordinated these teams and served as a team member for each local evaluation conducted this year.

The main activity of the peer assistance teams is a two-day site visit. During the visit, team members observe classes and activities in each of the four program component areas. Team members conduct focus groups with parent participants, staff, and collaborators, and review the program budget.

The *Guide to Quality for* ***Even Start*** *Family Literacy Programs* (Dwyer, 1997) is used as the key document in the local evaluation process for defining standards of effective **Even Start** programs. Staff members complete the *Guide to Quality's* self-assessment in three separate program areas, identified by the staff, prior to the team's visit. Team members complete the same assessment at the end of the site visit. Based on the observations, focus groups, and assessment results, team members develop commendations and recommendations for the program. These are presented and discussed during a final meeting with the program staff.

The final report for each program evaluation summarizes focus group information, observations, team and staff *Guide to Quality* assessments, participant success stories, and the commendations and recommendations from the peer assistance team. Program staff and team members review the draft report and may negotiate changes prior to the report being submitted to the Colorado Department of Education.

Even Start personnel throughout the state have informally identified benefits of the peer-assistance teams. Team membership allows for a close analysis of an **Even Start** program, including the perspectives of parents and staff. Informal discussions during the visit bring about shared learning. Often coordinators identify ways to improve their own programs after being part of a peer-assistance team. The process also promotes the building of supportive relationships between staff members of different programs, thus strengthening the statewide **Even Start** network.

Programs that are not being evaluated also receive site visits. The Coordinator of Local Evaluations, the **Even Start** State Coordinator, and a member of the **Even Start** Committee of Practitioners conduct these visits. This arrangement provides an opportunity for the evaluator to review the program staff's progress in responding to the recommendations from the previous year's evaluation, and keeps the evaluator and the state coordinator abreast of other program changes.

Colorado Even Start Progress Report

The following questions guided the design of the *Colorado* ***Even Start*** *Progress Report*. They are based on the goal of **Even Start** to expand educational opportunities for families and to break the cycle of poverty.

- What educational gains did adults make?
- What educational gains did children achieve?
- What self-sufficiency gains did families make?

To provide useful information to the state Department of Education and the local programs themselves, the report also addresses these questions:

- How many families were served?
- How often did families attend **Even Start** programming?
- What was the cost of serving these families?
- What family changes brought about tax-dollar savings through decreased dependence on government services?
- What family gains in employment resulted in increased tax revenues?

Program staff submitted data in August of 2000 for families served during the 1999–2000 program year. For the purposes of completing the data collection forms, program staff counted only those families that participated in 30 hours or more of **Even Start** programming. This total was to include a minimum of seven hours of participation in each of the **Even Start** core services: adult education, early childhood education, parent support, and parent/child interaction. The 30-hour threshold increased the likelihood that program effects are, in fact, being measured. *Appendix A—Colorado* ***Even Start*** *1999–2000 Progress Report* is a copy of the actual 1999–2000 data form and includes data totals from the eleven **Even Start** programs.

Colorado **Even Start** program staff selected their own assessment instruments for the purposes of measuring progress in the areas of parents' learning levels and children's developmental levels. For example, programs are not required to use the Preschool Inventory (PSI) to measure the educational gains of participating preschool children. Instead, staff members chose from a variety of available instruments to assess the developmental functioning of infants, toddlers, and preschoolers.

Even Start personnel from across the state wrote the participant stories included in the report. The names of participants in these stories have been changed to protect their privacy.

Evaluation Results

National evaluation reports on **Even Start** consistently show that **Even Start** programs serve the intended population: undereducated, low-income families (St. Pierre, Swartz, Gamse, Murray, Deck and Nickel, 1995; Tao et al., 1998). These recognizable needs of participants, under-education and low income, are addressed through the provision of core services provided by **Even Start**: adult education, early childhood education, parent support, and parent/child interactive literacy activities.

It is important to acknowledge that **Even Start** does not provide these services in isolation. Many factors come into play in relation to family change. This report reviews changes in Colorado families participating in **Even Start**, but does not suggest that **Even Start** is the sole reason for these family changes. Numerous supports, formal and informal, can work together for families. It is beyond the realm of this document to address all factors that could be influencing Colorado **Even Start** families. Family changes and progress reported here are based on a family's participation in **Even Start** programming as one element of support in their lives.

Who was served by Even Start in 1999–2000?

Kim's Story

Kim is a sixteen-year-old high school student. She attends the **Even Start** program with her infant daughter four days a week, two hours each day. Kim begins her day with an hour of PACT time (including breakfast) followed by an hour of parenting time.

Upon entering the program in September of 1999, Kim was eight months pregnant. She delivered a baby girl in October. During the weeks following the birth, the **Even Start** staff continued to have contact with Kim through home visits and phone conversations. This contact prepared Kim to return to the program.

After eight weeks, Kim did return to the program, but was having difficulty finding child care. With the help of the **Even Start** staff, an appointment was made with the high school guidance counselor. As a result of this meeting, Kim was allowed to remain in school as a halftime student. Her baby, Melissa, would remain with the **Even Start** staff in the Family Learning Center while Kim returned each day to the high school to attend class. Returning to school in November, Kim resumed a consistent schedule of PACT, parenting education, and early childhood services through the **Even Start** program. The **Even Start** staff, using the Parents As Teachers curriculum, continued to discuss developmental information with Kim. During November and December, a consultant taught a weekly nutrition class for the **Even Start** teen parents. This class exposed Kim to proper ways of meeting the nutritional needs of her growing baby.

To prepare Kim for the second semester, a referral was made to the child-care assistance program. Kim began an active search for a child-care provider. Finding child care continued to be a problem for Kim because she did not have a driver's license, and thus could not transport her daughter. Earlier in the semester, participating teen parents developed a list of personal goals and objectives. Because of Kim's mounting obstacles, she began to reevaluate her goals. With the help of **Even Start** staff, Kim changed her goals to focus on obtaining a driving permit, and in December of 1999, Kim registered herself for the driver's permit program.

January 2000 marked the second semester for Kim and daughter Melissa. Unable to secure additional child care, Kim continued as a half-time student. She also enrolled herself in a private therapy group (through a local agency called CARE) to support herself in dealing with the added pressure of being a student and a mother. In February, collaborative services continued for Kim though CARE and the local high school. Kim was consistently on time for PACT and Parenting and had a 100% attendance rate.

Melissa is now six months old and was recently evaluated with the Denver II Early Childhood Screening Inventory. She evidences no delays or concerns at this time. As Melissa has grown and developed, Kim has been supported through nutritional and feeding education, appropriate early childhood activities, and ongoing developmental information. Kim plans to enroll in the **Even Start** program again next fall and plans to graduate from high school in 2001.

The Colorado Literacy Research Initiative (Lance, 1999) estimates that over 100,000 Colorado children live with a parent who does not have a high school education. In addition, over the past decade, Colorado has welcomed more than 12,000 immigrant children (Lance, 2000). Many of the families of these children are eligible for **Even Start** family literacy services.

Colorado **Even Start** programs served 365 families during the past year. This is a decrease from the 403 families served last year. Families served this year include 398 adults, 227 infants, 209 preschool children, and 111 children in the primary grades (K–3).

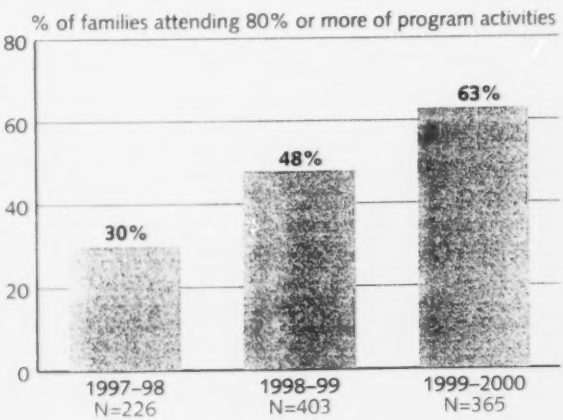
Of the adults served this year, 17% were teen parents and 59% were English Language Learners. These percentages are similar to the statistics for 1998–1999: last year's programs included 17% teen parents and 61% English Language Learners.

Many of the English Language Learners served by Colorado **Even Start** programs are immigrants. The Literacy Research Initiative (Lance, 2000) reports that immigrants tend to be less educated and as a result are more likely to have low incomes.

How regularly did families attend Even Start programming?

Sixty-three percent of participating families attended 80% or more of **Even Start** core activities. This figure shows a strong increase in attendance from the past two years. In 1997–98, 30% of families had this level of participation. In 1998–99, 48% of Even Start families attended 80% or more of the core activities. This trend in participation demonstrates that families are increasingly taking full advantage of Colorado **Even Start** services through consistent attendance (see Chart 1).

Chart 1: Even Start Family Participation



What educational gains were made by adults in Even Start?

Sophia's Story

Sophia and her family live a few miles east of Yoder, a 95-mile round-trip to the Community Partnership for Child Development Center for Family Learning site. Her two older children, Jack, age 7, and Jason, age 5, previously completed Head Start and are in public school. Jason was diagnosed with "failure to thrive" at birth and weighed only 20 pounds at three years of age. This disorder seemed to be more physiological than emotional. Regardless of the origins of Jason's disorder, Sophia expressed a need and a desire to be a better parent.

Her third child, Louise, currently nine-months-old, is the child Sophia brought with her when she enrolled in **Even Start** in mid-November, 1999. She did not bring the older children because their bedtime on school nights is 8:00 PM. The drive after class meant that Sophia did not arrive home until 9:30 PM.

Sophia's husband was initially reluctant to support her efforts to obtain her GED because the coursework interfered with their family schedule. Sophia missed some classes due to her husband being ill, illnesses of her children, and mechanical problems with their second car. When Sophia was in class, she participated actively in adult education, parent support, PACT, and family reading, which strengthened her emotional bond with Louise. Sophia felt the program benefited her whole family in addition to helping her become a more confident and assertive mother.

As the weeks went by and Sophia persisted in reaching her goal, her husband became more supportive and assisted in her efforts to attend classes and take the GED exams. Sophia, a native of Germany, was hesitant to take her last three GED tests because the remaining tests had more narrative questions, and she was not sure her mastery of English would be sufficient. Her GED teacher assessed that she was ready to pass the tests. And so, her teacher, the local **Even Start** coordinator, and her family advocate all encouraged her to "go for it," with retesting being an option in the summer if needed. Sophia decided to take the challenge and passed with flying colors. She participated in the GED graduation on May 23, 2000 and her husband appeared to be the proudest spouse there.

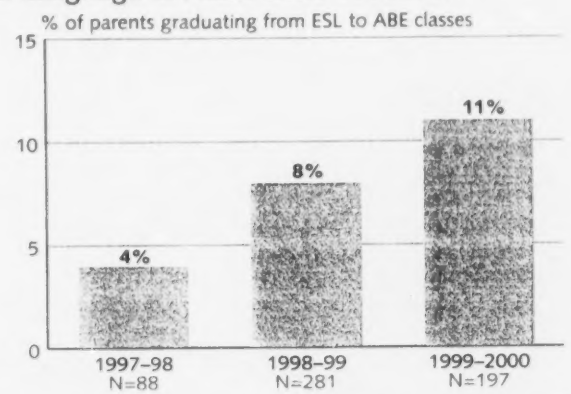
Parents seeking a GED or high school diploma: Focus groups conducted as part of the **Even Start** program evaluation process reveal that many parents decide to enroll in an **Even Start** program because of the desire to improve their own education. This year, 52% of **Even Start** parents set the goal of earning a GED or high school diploma. Completing a GED means passing five subject-focused subtests: mathematics, reading, social studies, science, and writing.

Of the 177 parents working toward a GED this year, 45% began taking subtests. Of these same parents, 35% earned a GED or diploma. This statistic is slightly lower than last year, when 38% of parents seeking a GED or diploma met their goal.

Teen parents enrolled in **Even Start** programs often are enrolled in high school. **Even Start** staff members provide these parents with support to help them stay in school and graduate. This year, 84% of **Even Start** teen parents enrolled in high school remained in school. Of these teens, 18 were seniors and eligible for graduation. Fourteen of these teen parents, or 77%, graduated from high school. The 1997 state graduation rate (for all seniors, not just teen parents) was 78.5% (Colorado Children's Campaign, 1999). The U.S. Department of Health and Human Services (1999) reports the national rate of graduation for all high school seniors in 1997 was also 77%.

Parents who are English Language Learners: This year 59%, or 197 parents, in **Even Start** had a desire to improve their English language skills.

Chart 2: Even Start Parent Advancement from English as a Second Language to Adult Basic Education



Of these parents, 11% graduated from English as a Second Language (ESL) instruction into Adult Basic Education. Although the actual number of parents is small, this advancement is a significant step for English Language Learners. It demonstrates the parents' commitment to continuing their education and that their English language skills have become strong enough that they can begin to learn in English. The percentage of ESL graduates has shown an increase over the past three years (see Chart 2).

Parents who enrolled in vocational training or higher education: Enrolling in higher education is considered a meaningful step toward breaking the cycle of poverty. At less than a 10% average, the number of **Even Start** parents enrolling in higher education is substantially lower than the national average of 65% of high school graduates, ages 25–29, completing some college (U.S. Department of Health & Human Services, 1999). Yet, although the numbers of **Even Start** parents enrolling in higher education are small, they are increasing. Thirty-three parents enrolled this year as compared to 25 last year and 16 parents in 1997–98.

What educational gains were achieved by children in Even Start?

The Lopez Family's Story

Blanca was born in Ciudad Juarez, Mexico. Her parents worked on a farm. They had seven children, three boys and four girls, who were all born in Mexico. Blanca went to school "across the border" in El Paso where she had three hours of English instruction every week.

Blanca married and had two children. After moving to Colorado, Juan, Blanca's husband, found employment at Goodwill Industries, and Blanca stayed home to raise the children. They lived in government-supported housing for six months. Blanca had another daughter in 1993. Her family found support in the Southwest Denver area food banks and clothing banks.

Marcela and Manuel, Blanca's and Juan's children, both started their education in the Head Start Program in Southwest Denver. Marcela attended for three years and Manuel for two years. Both struggled to overcome the language barrier; Blanca was determined that her children would speak English and not attend the class for bilingual children in the elementary school. When Miriam, the youngest child, entered Head Start, Blanca decided to continue with her education. She enrolled in and attended the family literacy program at Fairview Elementary in 1996 for three months. She quickly moved from ESL classes into the ABE program. After just two months, her test scores improved and she began to prepare for the GED test. In the spring of 1997, Blanca obtained her GED.

In the summer of 1997, Blanca started to work for the **Even Start** program at Southwest Family Centers. She was employed as the early childhood education assistant at Munroe Elementary, and has worked in the program for two years. The additional income she receives increases the family's self-sufficiency.

Blanca continues to be active in her children's education. In the spring of 1999, her son Manuel was named a "Mayor's Mile High Scholar" and received an award at the Greek Amphitheater in Denver's Civic Center Park. Manuel currently is in Lake Middle School, Marcela started high school in the fall of 1999, and Miriam is in kindergarten. All of Blanca's children are excellent students.

Blanca is now in her third year of working for **Even Start**. She is currently applying for scholarships in order to begin work toward an Associate's degree in early childhood education.

Infants and toddlers: This year, 95% of infants and toddlers participating in **Even Start** were functioning at age-appropriate levels of development. This percentage is an increase from last year when 82% of infants and toddlers were functioning on target for their age.

Preschoolers: This year, 85% of **Even Start** preschoolers were functioning at age-appropriate levels of development. This figure is the same percentage as last year.

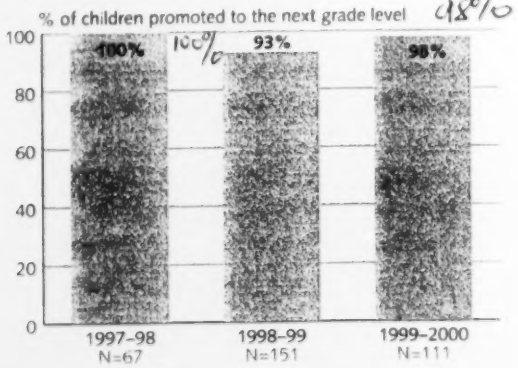
For the first time this year, **Even Start** personnel identified the number of preschoolers enrolled in

early childhood education programs. This year 80% of all **Even Start** preschoolers were enrolled in an early childhood education program, in addition to the early childhood services provided by **Even Start**. This rate is substantially higher than national statistics for preschool enrollment. The U.S. Department of Health & Human Services reports that 53% of all three- and four-year-olds were enrolled in an early childhood education program (including child care) in 1999.

Primary-grade (K–3) children: Public school attendance, one predictor of school achievement, increased this year as compared to last year for children in **Even Start**. Eighty-seven percent of children in the primary grades attended school 80% or more of the time. Last year, 75% of **Even Start** children's attendance was 80% or more.

This year, 98% of **Even Start** children in the primary grades (K–3) were promoted to the next grade-level. This statistic has remained high over the past three years (see Chart 3). In contrast, the U.S. Department of Health and Human Services reports that in 1991, 79% of children whose mothers had not completed high school were promoted to the next grade level.

Chart 3: Even Start Children Promoted to the Next Grade



For the first time this year, **Even Start** personnel identified which children in their programs had Individual Literacy Plans. The public schools are required to develop these plans for children who are not reading at grade level. Twenty-two **Even Start** children, or 20% of all primary-grade children served, had ILPs.

Children whose families participate in **Even Start** are automatically eligible for Title I services through their school. Typically, these services include support in reading and math. Many of the elementary schools which Colorado **Even Start** children attend have schoolwide Title I programs. This fact means that individual children are not categorized as needing support services. Instead, all children in the school receive the benefit of Title I funds (e.g., Title I funds may be used to hire additional teachers for classrooms, to provide professional development, and/or to provide additional resources and materials).

The other method for providing Title I services in a school is referred to as targeted assistance. With this method, children are identified as needing additional support, and services are provided only to eligible children. Of the **Even Start** children attending targeted-assistance schools this year, 14 (16% of all children eligible for Title I) were **not** identified as needing Title I services. Last year, 26 children (20% of those eligible) and in 1997–98, 21 children (29% of those eligible) did not need to access Title I. This decrease in numbers most likely reflects the increasing numbers of schools that serve children using the schoolwide model, which does not categorize individual children as being in need of Title I support.

Finally, **Even Start** children demonstrated gains in reading. Forty-six children, mostly those in first grade, moved from being non-readers to reading independently. These children represent 41% of the total number of **Even Start** children served in the primary grades (K–3), many of whom were already reading independently.

What self-sufficiency gains were made by families in Even Start?

The Archuleta Family's Story

Patricia is a thirty-year-old Hispanic female who was born in Mexico. She married very young and came to the United States with her husband and her first-born child, Jonathon, now age ten. Patricia has lived in the United States for seven years, and has now had two daughters: Jennifer, age five, and Maria Isabell, age two.

Patricia has been active in **Even Start** since November, 1998. Some of her gains appear to have stemmed from the home visitation program. Visits with her continue to be consistent and meaningful as she demonstrates greater self-sufficiency. She takes an active role in her children's education and in the community at large. She has learned to assert herself and to speak-up. For example, she suggested some positive changes for the **Even Start** ESL class which were subsequently adopted.

Patricia has become very active with the local Head Start program and gained enough confidence to recruit other parents to become involved in Head Start fund-raisers. She also has encouraged parents to begin attending their children's school activities.

In 1999, Patricia was hired by the Migrant Head Start program to be a teacher's aide for the summer. In September of 1999, she applied to be a substitute teacher for the local Head Start program and was hired, even though her English speaking skills were very low. She works an average of three or four hours a day

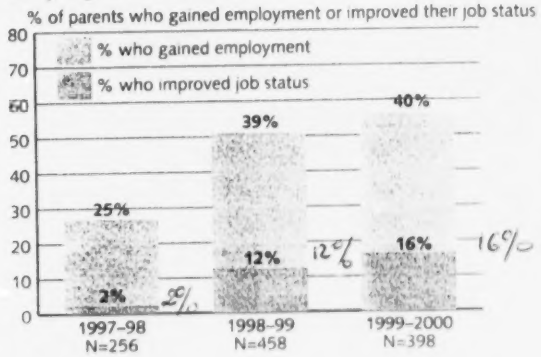
Patricia successfully completed a Certified Nursing Aide (CNA) program through Trinidad State Junior College. She is now waiting to take the state CNA examination and working on her GED. She is also considering a child development certification program so that she can pursue a career in early childhood education.

Patricia has been very consistent in keeping her children in school and in being an active partner in their education. Jonathon, enrolled in a local elementary school, is working at grade level. Jennifer is in Head Start, and Maria Isabell attends a curriculum-based, early childhood education center sponsored by **Even Start**. Patricia has utilized all the services offered by **Even Start** to help her move toward self-sufficiency, and improved education for herself and her children.

Self-sufficiency, as used in this report, is defined as decreased dependence on social services (e.g., welfare) and increased independence, mainly through employment. Self-sufficiency gains made by families are viewed as steps toward breaking the intergenerational cycle of poverty.

The percentage of **Even Start** parents who have improved their employment status has increased each year over the past three years (see Chart 4). This year, 40% of the parents enrolled in **Even Start** bettered their employment circumstances. Forty-two percent of the parents (almost 100 adults) who were unemployed when they enrolled in the program obtained part or full-time employment during the year.

Chart 4: Even Start Parents' Improved Employment Status



In a related statistic, 41% of adults receiving Temporary Assistance to Needy Families (TANF) payments either reduced or stopped their welfare benefits. Although **Even Start** supports families in decreasing welfare dependency, this movement is most likely attributable to welfare reform requirements that limit the time families may receive welfare payments. Likewise, the higher number of **Even Start** parents who gained employment over the past two years is probably associated with welfare requirements for recipients to seek and find employment.

Another characteristic of employment identified by **Even Start** programs is improvement in job status, including receiving a promotion, raise, or a different job with more desirable working conditions. This year, 16% of the adults enrolled in **Even Start** improved their employment status. In 1998–99, 12% of parents improved their status.

Even Start parents made other self-sufficiency gains this year. Four children were returned to Even Start families from foster placement. Twenty-one percent, 78 of the families served this year, made improvements in their housing. Twenty-eight parents obtained driver's licenses, and four parents became U.S. citizens.

Cost-Benefit Analysis

As **Even Start** families improve their education and workplace skills, they often become less dependent on other social and educational services such as public assistance. Such changes may be viewed as beneficial in and of themselves, because families are more self-sufficient and have more choices. These changes can also be seen as beneficial to society from an economic viewpoint: as families decrease their use of services, tax dollars are saved and, as parents increase their level of employment, tax revenues increase.

Part of the decreased use of public services is unrelated to **Even Start**. For example, welfare reform laws have limited the time most families may receive public assistance. And, in some cases, a decreased dependency on services is not a positive change for families as when, for instance, a family stops receiving public assistance, and parents subsequently do not earn enough money to meet their family's basic needs. Similarly, employment is not always a positive change for families. For example, the mother of a newborn baby may want to care for her child rather than work and pay someone else to care for the child.

The tax savings and increased tax revenues outlined in this section are presented based on the premise that, the majority of the time, decreased dependence on public services and increased self-sufficiency through employment are benefits for families.

What was the cost of serving Even Start families for 1999–2000?

During 1999–2000, the Colorado Department of Education disbursed $1,115,809 to eleven community collaborations to fund **Even Start** programs. Local program coordinators typically combine **Even Start** monies with other funds and in-kind donations to support their programs. Program funding is awarded based on the proposed services, not on the actual number of families served.

In 1999–2000, based on the budgets of local collaborations, the average cost of providing services for a family in a Colorado **Even Start** program was $3,057. This amount is an increase of $377 per family from last year, when the average cost was $2,680 per family. The national average, in 1997–1998, was $2,689 per family (Tao et al., 1998). In addition to programs' paying higher wages, this increase in cost may be due to a national and state-level emphasis on increasing the intensity of services for families in order to achieve better results. More services for fewer families causes these services to be more expensive.

What family changes resulted in tax-dollar savings through reduced dependence on educational and social services?

Several changes in **Even Start** families result in direct savings of tax dollars: a reduction or cessation of welfare payments, the return of children to their parents from foster care, and the decrease in the number of children needing Title I support through their schools (targeted assistance schools only).

During 1999–2000, twenty **Even Start** families stopped receiving public assistance. The average TANF payment to a Colorado family in 2000 was $395 per month[1], resulting in an annual savings of $94,800 for twenty families. An additional nine **Even Start** families reduced the amount of public assistance they were receiving this year. In comparison, last year nine families stopped receiving public TANF payments resulting in a savings of $36,612.

Four **Even Start** children returned to their families from foster placement. The average cost of out-of-home placement in Colorado during fiscal year 1999 was $1000 per month[1]. The return of these children provided an annual savings of $48,000.

[1] Statistic provided by the Colorado Department of Human Services

Of the **Even Start** children eligible for Title I services in non-school-wide programs (targeted-assistance schools), 14 children did not have to receive such services this year. The approximate cost of providing Title I services to each child in Colorado during the 1999–2000 school year was $1,000[2]. Not having to provide Title I services resulted in a savings of $14,000.

Table 1: Tax Benefits as a Result of Even Start Family Changes in 1999–2000

	Year 1	Year 3	Year 5	Year 7
TANF Savings	94,800	284,400	474,000	663,600
Foster Care Savings	48,000	144,000	240,000	336,000
Educational Savings	14,000	42,000	70,000	98,000
Tax Revenues	106,400	319,200	532,000	744,800
TOTALS	**$263,200**	**$789,600**	**$1,316,000**	**$1,842,400**

There are other potential savings associated with Colorado **Even Start** families that are less obvious. For example, all the teen-age **Even Start** parents enrolled in high school stayed in school during the past academic year. Although it cannot be said that these teens remained in school because of **Even Start**, services they received through **Even Start** (e.g., parenting support and education, and early childhood education for their children) did assist them in staying in high school. Each high school drop-out in the nation costs an estimated $500,000 in tax-dollars over his or her lifetime (a conservative estimate calculated in 1985 to include education, social, legal and health services)[2].

Another potential savings associated with Colorado **Even Start** families relates to student retention. **Even Start** provides educational support to children from birth through the primary grades (K–3). **Even Start** also assists parents in helping their own children in school. Such services support at-risk children in achieving high standards, meeting grade-level expectations, and being passed onto the next grade. Retention costs can be estimated from the average annual per-pupil educational cost. This expense in Colorado was $5,175 for 1999–2000 (the average amount a district spends on operational costs to educate one student, not including transportation)[2]. Consequently, this amount of money was saved for each child who was passed on to the next grade.

Finally, there are potential savings with public assistance for **Even Start** families. **Even Start** parents receive educational services such as assistance in earning a GED and with English instruction. They also receive help with job-related skills such as computer literacy, workplace literacy, writing resumes, and seeking employment. Such support can assist people in eliminating the need for public assistance. It can also reduce the likelihood that families will ever begin receiving assistance in the first place. For each family remaining off public assistance (TANF), there is an estimated savings of $4,740 per year.

Savings from **Even Start** participants no longer receiving public assistance, and not needing foster placement or Title I services, add up to more than $155,000. See Table 1 for figures on how these savings accumulate over several years.

[2] Statistic provided by the Colorado Department of Education.

What family changes in employment resulted in increased tax revenues?

There are other financial benefits associated with Colorado **Even Start** families related to their employment and subsequent tax revenues. **Even Start** programs assist parents in obtaining jobs through education, job-skills training, and support for enrolling in other training programs and higher education. When parents become employed, they begin to pay taxes. Based on minimum wage earnings with full-time employment, Lance (1998) estimates that the combined contribution of employer and employee to FICA taxes would be $1,576 annually (no income tax would be due on a minimum wage salary).

Multiplying this tax revenue by the 41 parents who obtained full-time employment this year results in increased tax revenue of $64,600 for a single year. The same estimate can be applied to 53 parents who gained part-time employment this year; multiplying the number of parents by half the FICA taxes ($788) results in potential increased revenue of $41,800.

Table 1 provides a compilation of the tax savings and increased tax revenues brought about by this year's **Even Start** families over a seven-year period. The combined savings and revenue for this year add up to a total of $263,200, or 24% of the 1999–2000 federal **Even Start** allocation for local programs. Last year, the combined savings and revenue equaled 19% of the program allocation.

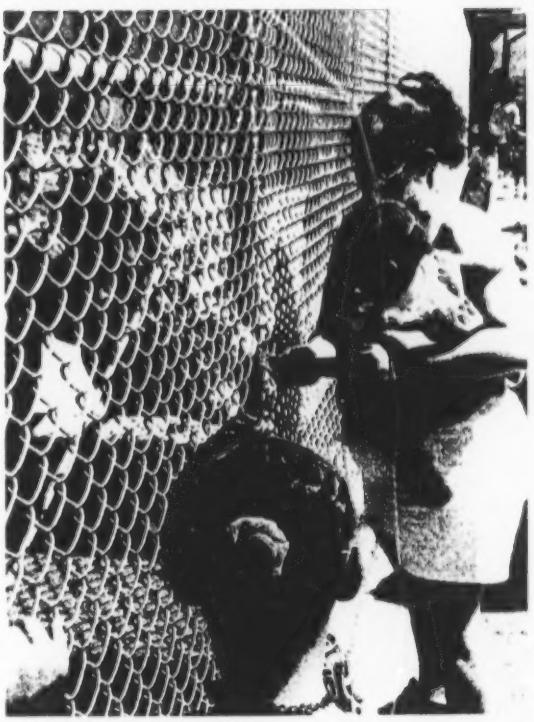


Table 2 illustrates how the tax benefits from Table 1 compare to the cost of providing **Even Start** services. After five years, the tax benefits, which were conservatively assessed, become greater than the cost of providing the program for a single year.

Table 2: Net Gain of Tax Benefits and Even Start Costs After 5 and 7 Years

	Year 5	Year 7
Tax Benefits for 1999–2000	1,316,000	1,842,400
Program Costs for 1999–2000	1,115,809	1,115,809
NET GAIN	**$200,191**	**$726,591**

Conclusion

Evaluation outcomes for Colorado **Even Start** programs reveal improvement in several areas of family achievement over the past three years: family participation, the number of English Language Learner (ELL) parents graduating into adult basic education classes, the number of parents enrolling in higher education, and the number of parents with improved employment status.

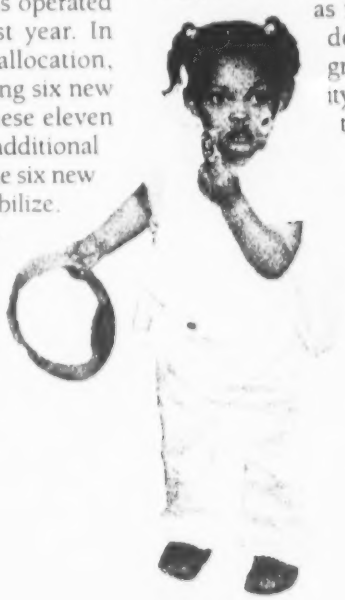
These trends may be related to the maturity of the **Even Start** programs in the state. Powell (1994) states, "The program implementation literature indicates that family support programs require enormous amounts of time to reach stable levels of operation, generally from one to three years" (p. 462—see References).

In 1997–98, five **Even Start** programs operated in Colorado. Two were in their first year. In 1998–99, with an increased federal allocation, eleven programs were funded, including six new ones. During 1999–2000, each of these eleven established programs experienced an additional year of maturation. More specifically, the six new programs have had another year to stabilize. Although maturation is in no way synonymous with quality, this stability could relate to the quality of the programs and therefore the achievements of **Even Start** families.

Steps Toward the Future

The *Colorado Even Start 1998–99 Progress Report* put forth a recommendation that the **Even Start** State Coordinator, through the Center for At-Risk Education, should apply for federal funding available to states through the **Even Start** Family Literacy Initiative. The Colorado Department of Education successfully sought such funding, and was awarded a two-year grant in June, 2000.

As described in a previous section of this report, the initiative funding has led to the creation of the Colorado Family Literacy Consortium. As a follow-up to the receipt of this grant, it is recommended that the Colorado **Even Start** programs support the goals of the Consortium, by serving as resources and collaborators in developing family literacy programs and in improving the quality of family literacy services across the state.



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APPENDIX A

COLORADO EVEN START
1999–2000 Progress Report

SUMMARY DATA

Number of families served this year (families receiving at least 30 hours of service, including a minimum of 7 hours of each: adult education, early childhood education, parenting support, and PACT): 365

Number of adults served: 398

Of the adult participants, how many are teen parents? 67

Of the adult participants, how many are English language learners? 234

Number of children served:

Infants/toddlers (ages birth to 3) 227

Preschool age children (ages 3 to kindergarten) 209

Children in the primary grades (kindergarten to 3rd grade) 111

POSITIVE OUTCOMES FOR FAMILIES

Indicate the number of families who achieved the following program attendance (count each family only once):

55 Participated in 60–69% of Even Start core activities

65 Participated in 70–79% of Even Start core activities

230 Participated in 80% or more of Even Start core activities

Indicate the number of parents who achieved the following educational outcomes during this program year:

[How many parents were working toward passing the GED exam? 177]

25 Completed Beginning ABE[1]

15 Completed Intermediate ABE[2]

79 Completed GED preparation[3] & began testing for the GED

55 Earned a high-school-equivalency diploma

[How many teen parents were enrolled in high school? 32]

27 Stayed enrolled in high school

[How many teen parents were seniors or eligible for graduation? 18]

14 Graduated from high school

[How many parents were working on ESL skills? 197]

89 Completed Beginning ESL[4]

45 Completed Intermediate ESL[5]

17 Completed Advanced ESL[6]

0 Achieved a Colorado ESL level of competency (received Colorado Certificate of Accomplishment)

22 Moved from ESL to ABE

[How many parents were eligible for education beyond high school? 81]

33 Enrolled in higher education

35 Enrolled in training program

76 Completed job readiness training

__ Other _____

Indicate the number of children who achieved the following educational outcomes during this program year:

216 Infants and toddlers functioning at age-appropriate levels of development

167 Preschoolers enrolled in an early childhood program other than that provided by Even Start

[1] Beginning Adult Basic Education (ABE): 0–5.9

[2] Intermediate ABE: 6–8.9

[3] GED Preparation: 9.0+

[4] Beginning English as a Second Language (ESL): Instruction designed for adults who have limited or no proficiency in the English language. Instruction emphasizes listening and speaking.

[5] Intermediate ESL: Instruction designed for adults who have some competence in communicating in English. Instruction in reading and writing is introduced along with continued emphasis on speaking and listening.

[6] Advanced ESL: Instruction designed for adults who can communicate in English but who need instruction in usage. Emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing are integrated with speaking and listening.

178 Preschoolers functioning at age-appropriate level of development

22 Primary (K–3) children with Individual Literacy Plans

57 Primary (K–3) children reading at or above grade-level

46 Moved from being a non-reader to reading independently

[How many children were eligible for Title I (those attending Title I Targeted Assistance schools)? **88**]

14 Did **not** receive Title I services (for children attending Title I Targeted Assistance schools)

For Primary (K–3) children only (count each child only once):

4 Attended public school 60–69% of the time

10 Attended public school 70–79% of the time

97 Attended public school 80% or more of the time

109 Passed to the next grade level

[Does your district(s) pass all students? **10** programs responded "no," **1** program responded "yes"]

Indicate the number of participants who achieved the following self-sufficiency outcomes during this program year:

[How many families received public assistance (TANF)? **71**]

9 Reduced public assistance (TANF)

20 Stopped public assistance (TANF)

18 Stopped other forms of assistance (please specify) *food stamps, low-income housing*

4 Child(ren) returned to parents from foster placement

[How many parents were employed prior to entering the program? **176**]

53 Obtained part-time employment

41 Obtained full-time employment

64 Improved employment status (promotion, raise, better job)

4 Obtained citizenship

28 Obtained a drivers license

78 Improved housing

List other self-sufficiency outcomes and the number of participants who achieved them:

40 Improved parenting skills through parent support classes

40 Did not migrate

38 Received a library card

37 Received and used a library card

29 Attended public school events, meetings

12 Read first book to children in English

11 Initiated a conversational and support group to utilize English

APPENDIX B

COLORADO EVEN START
Directory

Colorado Springs
El Paso County Centers for Family Learning
Debbie Butkus, Family Literacy Specialist

Commerce City
Region II Migrant Education
Marie Guinet, Even Start Coordinator

Cortez
Pinon Project Family Centers
Virginia Howey, Executive Program Director

Custer County (Westcliffe)
Custer County Even Start
Susan Nordyke, Program Coordinator

Denver
Quigg Newton/Focus Points Even Start Family Literacy Program
Adriann Wycoff, Family Literacy Director

Denver
Southwest Family Centers
Shannon Bills, Even Start Coordinator

Durango
Southern Ute Community Action Programs
Libby Culver, Even Start Coordinator

Roaring Fork Valley (Glenwood Springs and Rifle)
Roaring Fork Valley Even Start Program
Lee-ann Short, Program Coordinator

San Luis Valley (Alamosa, Monte Vista, and San Luis)
San Luis Valley Even Start Program/La Llave
Robin Leist, Program Coordinator

Trinidad
Trinidad State Junior College Even Start
Victoria Fernandez, Program Manager

Windsor
Weld County School District RE-4 Even Start
Mary Ann Klismet, Early Childhood Programs Coordinator

cde

Colorado Department of Education

201 East Colfax Avenue
Denver, Colorado 80203

Frank Fielden
Even Start State Coordinator
303-866-6674

Colorado State Board of Education

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